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ABSTRACT

The Office of Intercultural Programs of the Des Moines public schools addresses the equity needs of the district through a wide range of equity services. The Office serves as a resource for students, parents, community, and staff, and provides service in the areas of: (1) the Voluntary Transfer Program; (2) paired and magnet schools; (3) extended day kindergarten; (4) English as a Second Language and bilingual programs; (5) Minority and Bilingual Community Liaison Advisor Program; (6) multicultural, nonsexist education; (7) cross-cultural awareness training; (8) the Military Achievement Program; (9) affirmative action; (10) discrimination compliance; and (11) sexual harassment training. An evaluation helped the staff prepare to meet the needs of the growing student population. Systematic equity efforts were framed by the revision of the district's Desegregation Plan and the publication of a formal document defining equity efforts. Strategic planning efforts involved parents, staff, students, and the community. As a result of the evaluation study, plans are underway to improve and expand services. Changes will be made in the Voluntary Transfer Program and efforts will be made to enhance the delivery of instruction for limited-English-proficient students. A major compliance thrust will be sexual harassment training for staff and students, as well as provisions for students with Attention Deficit Disorder. Each of the seven appendixes contains a table of evaluation findings. (SLD)

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ED 366 626

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Program Evaluation

Mary Lynne Jones, Director
Intercultural Programs

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
Des Moines, Iowa 50309-3399

November 2, 1993

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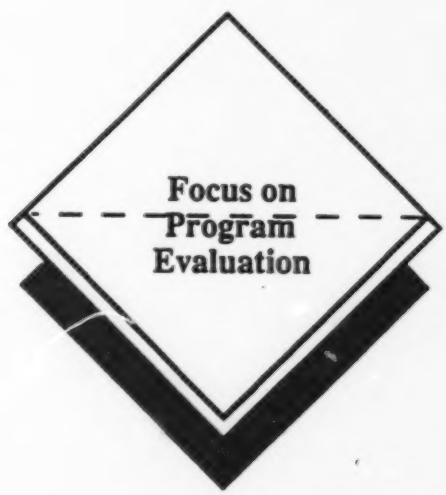

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INTERCULTURAL PROGRAMS
PROGRAM EVALUATION ABSTRACT

Context Evaluation

The Office of Intercultural Programs addresses the equity needs of the district. A wide range of equity-related services are provided, many of which are mandated by federal, state and local board policies. The Office serves as a resource for students, parents, community and staff and provides service in the following areas: Voluntary Transfer Program; paired and magnet schools; Extended Day Kindergarten; English as a Second Language/ Bilingual Program; Minority and Bilingual Community LiaisonAdvisor Program; multicultural, nonsexist education; cross-cultural awareness training; Minority Achievement Program; affirmative action; discrimination compliance; and sexual harassment training.

Input Evaluation

The primary budget expense was $1, 910,004 for the salaries and benefits of 60.5 ESL/Bilingual, Voluntary Tranfer, and Intercultural Programs staff during the 1992-93 school year. The instructional materials budgets for the 1991-93 school years were $42,047.

Process Evaluation

The Office of Intercultural Programs staff provide leadership, guidance, and, training and support to a diverse community of staff, students, and parents regarding school desegregation, English As A Second Language and Bilingual Programs, multicultural, nonsexist education, human relations, affirmative action, and other educational equity issues.

Product Evaluation

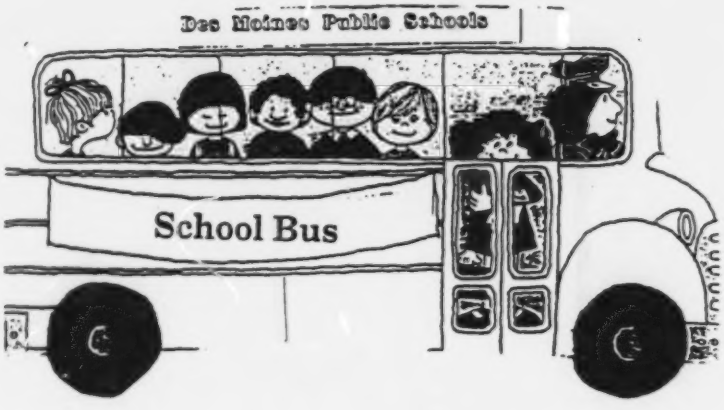
The District's Desegregation Plan was revised and a formal document was published which helped frame the systematic equity efforts. Strategic planning efforts during the 1992-93 school year involved parents, students, staff, administration and the community in an effort to develop common beliefs and a vision for the future success of the ESL/Bilingual Programs. An evaluation team provided further direction to assist the staff in preparing to meet the present and future needs of a growing student population.

Future Plans

Plans are underway to improve and expand services. Changes will be made in the Voluntary Transfer Program and efforts will be made to enhance the delivery of instruction for limited English proficient students. A major compliance thrust will be providing sexual harassment awareness training for staff and students as well as providing reasonable accomodations under Section 504 of the Rehabilitation Act for students with Attention Deficit Disorder.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone 515/242-7839. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS)

INTERCULTURAL PROGRAMS



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DES MOINES INDEPENDENT COMMUNITY
SCHOOL DISTRICT
Des Moines, Iowa 50309-3399

November 2, 1993

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DISTRICT MISSION STATEMENT

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN"

INTERCULTURAL PROGRAMS PHILOSOPHY

The Office of Intercultural Programs is committed to providing support and guidance to district staff, students, and the community in the collaborative effort to provide equal educational and employment opportunities in the Des Moines Public Schools.

The Office of Intercultural Programs provides information, support, and assistance with the desegregation and integration efforts of the district.

The Office of Intercultural Programs provides effective educational programs to assist limited English proficienct students to acquire language skills, succeed academically, have self-respect and become a part of the American mainstream while maintaining pride in their language and culture.

VISION AND BELIEF STATEMENTS FOR THE ESL/BILINGUAL PROGRAM
(Developed by stakeholders)

Vision of A Program of Greatness

Our students have access to a quality year-round ESL/Bilingual program. Students are successful in mainstream courses and experience academic success to graduate with sufficient skills to be productive in society. Students' self-esteem is enhanced with experiences in their native language, culture, and literature.

Cultural diversity is valued. The program instills pride in one's own heritage. An appreciation of cultural similarities as well as differences bridges the gaps among all people. A culturally diverse staff serves as role models for students. Bilingual programs are available in a variety of languages.

Parents are comfortable as participants in the educational process of their children. Ethnic liaisons are available to the various ethnic groups to provide assistance in acculturation.

The educational staff creates and maintains quality educational programs to meet the needs of the whole child. The programs are evaluated and student progress is monitored regularly.

All staff are provided with on-going inservice sessions for ESL/Bilingual issues. Resources are allocated to meet the staff and student needs.

Beliefs and Values

1. We believe language development should provide the students with the opportunity to listen, speak, read, and write in English to enhance academic, social, and economic success.

2. We believe all should value cultural diversity to appreciate similarities and differences among peoples.

3. We believe native language development increases acquisition of English language skills and promotes academic growth.

4. We believe that all staff should receive ongoing training which addresses the needs of Limited English Proficient students.

5. We believe that collaboration among home, school, and community is imperative in meeting the needs of the whole child.

6. We believe in developing and maintaining the self-esteem of each student.

7. We believe that the English as a Second Language and Bilingual Education programs should be evaluated regularly.

9. We believe that sufficient time for learning the English language should be provided in an accepting environment.

10. We believe in increasing the hiring and maintaining the number of multicultural and bilingual staff as role models for all students.

CONTEXT EVALUATION

Policies, Standards and Regulations

Federal and state laws, as well as district policies and standards, provide direction to the Office of Intercultural Programs in the efforts to ensure equitable educational and employment opportunities.

Desegregation

1993 Iowa Code, Chapter 256 (11) School boards shall take affirmative steps to integrate students in attendance centers, programs and courses on the basis of race, national orignin, gender, and disability.

1976 Memorandum of Understanding with Office for Civil Rights (OCR) An agreement signed by district officials and OCR officials that promises realistically to remedy the areas of noncompliance cited in the September 20, 1976 letter from OCR. The three basic features were procedures to reduce minority pupil isolation, to monitor the District's Affirmative Action Plan, and to ensure educational services for national origin minority (Hispanic) students.

1993 Board Policy Series 600 Code 638 Desegregation. - Stipulates that action shall be taken to prevent/and or eliminate segregation of students by reasons of race, gender, national origin or economic status in educational programs and activities throughout the District. It also provides that actions shall be taken to integrate students in attendance centers, course offerings, educational programs, and activities. Appropriate action shall be taken, when and however possible, to eliminate those factors that may cause the District's total minority/nonminority student ratio to become further disparate from the student populations of contiguous school Districts.

Multicultural Nonsexist Education

1985 Iowa Code Chapter 256(11) The State Board promulgated rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

1979 Iowa School Standards 670-12.5(8). Requires the Board of Directors establish a policy to ensure the district is free from discriminatory practices in educational programs and established a written plan for maintaining a multicultural, nonsexist educational program. The plan should have specific goals and objectives with implementation timelines, provisions for infusion of the concepts into the curriculum, a description of inservice for all staff, and evidence of systematic input by men and women, minority groups, and the disabled in developing and implementing the plan.

1990 (Revised) Board Policy Series 600 Code 614. Educational Equity. Prohibits unlawful discrimination on the basis of sex, race, color, national origin, religion, creed, marital status or disability in educational programs and activities.

ESL/Bilingual Education

1984 Bilingual Education Act. Addressed the need for increased flexibility in the implementation of programs by giving the local school district a greater voice in deciding how students would be taught. It stipulated that parents take a greater role in education and should be kept more informed about program alternatives.

1993 I*owa Code, Chapter 280, Section 280.4.* Rules that schools provide special instruction for non-English speaking students in the form of English language instruction and/or a transitional bilingual education program. This instruction continues until the student "demonstrates a functional ability to speak, write, read and understand the English language."

Non-Discrimination and Affirmative Action

1990 (Revised) Board Policy Series 400 Code 411, Working Relationships Prohibits acts of intolerance or harassment toward employees or students because of age, race, creed, color, sex, marital status, national origin, religion, sexual orientation, or disability or other factors that are not related to the individual's employment or education.

1990 (Revised) Board Policy Series 400 Code 412, Non-Discrimination and Equal Employment Opportunity. Provides for equal employment opportunity and will not discriminate against individuals on the basis of age, race, creed, color, sex, marital status, national origin, religion, or disability. It also prohibits discrimination against an applicant or employee on the basis of sexual orientation.

1990 Board Policy Series 400 Code 413, Sexual Harassment. Maintains and ensures a learning and working environment free of any form of sexual harassment or intimidation toward personnel and students.

1990 Board Policy Series 400 Code 414 Affirmative Action Commits the district to affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories in which any of these groups of people are underrepresented.

Program Descriptions

Intercultural Programs oversees a variety of equity related programs and activities that are included in the Des Moines Desgregation Plan. The following outlines the components of the Plan and the the implementation strategy activities:

School Desegregation

The Des Moines Public Schools' desegregation/integration efforts have evolved over the past three decades into a complex weave of policies, procedures and programs.

The foundation of the comprehensive desegregation plan is the commitment made by the Board of Directors through specific board policies and administrative procedures and the Memorandum of Understanding with the Office for Civil Rights in Education. The terms of agreement and the corresponding programs and activities used to ensure compliance with the 1976 Memorandum of Understanding are as follows:

1. **Pupil Assignment Commitment** - the District agreed to comply with the State Guidelines on Nondiscrimination that stipulate that no attendance center shall be more than twenty (20) percentage points above the districtwide minority student percentage. The District also agreed to reduce minority group isolation by developing plans that may have included but were not limited to the closing, pairing, or clustering of existing elementary schools; the adjustment of school boundaries; and the continuation of existing voluntary programs such as the Voluntary Transfer and Magnet School Programs.

   The implementation strategies have been:

   Individual Attendance Centers - Individual attendance centers have been monitored to insure that they comply with the state guidelines on nondiscrimination in Iowa schools.

   Within-District Open Enrollment - The District has identified centers or portions of centers open to within-district open enrollment. Open enrollment transfers could not cause a school's minority percentage to exceed the District's minority percentage by more than 15 percentage points at the elementary level, 15 percentage points at the middle school level, and 15 percentage points at the high school level.

   Between-District Open Enrollment - The District has identified centers or portions of centers open to between-district open enrollment. Open enrollment transfers could not cause a school's minority percentage to exceed the District's minority percentage by more than 15 percentage points at the elementary level, 15 percentage points at the middle school level, and 15 percentage points at the high school level. Additionally, the District would deny a request for open enrollment transfer if it is found that the release (or enrollment) of a student will adversely affect the District's existing minority/nonminority ratio identified by the District's certified enrollment.

   Voluntary Transfer Program - Through the Voluntary Transfer Program, the District has demonstrated its commitment to providing students with a variety of unique opportunities for academic experiences in multicultural settings. Minority students have been encouraged to attend receiving schools where there have been a higher percentage of nonminority students, while nonminority families have been encouraged to attend the schools with a higher percentage of minority students. District transportation has been provided to both groups. Voluntary Transfer Program receiving schools for minority students include Findley, Hubbell, Madison, McKee, Moore, Park Avenue, Windsor, Woodlawn, and Wright Elementary Schools; and Brody, Hoyt, Meredith and Merrill Middle Schools. Receiving schools for nonminority students include Edmunds and King Elementary Schools; Brody, Callanan, Meredith and Merrill Middle Schools; and Roosevelt, Hoover and Lincoln High Schools.

Extended Day Kindergarten - As an incentive for minority and nonminority students to become involved in the Voluntary Transfer Program, parents have elected to send their child to one of ten full-day kindergarten classes offered at elementary receiving schools. Special programs have provided additional social and educational opportunities for students to strengthen their listening, movement, visual, and social skills. Children work at their own pace in discovering, manipulating, and exploring. Acceptance for enrollment in the EDK program has been based upon the age of the child, a balance of minority and non-minority students, class size, male/female balance and an expression of the parents' willingness to become involved in the program. These classes have been located at Findley, Hubbell, Madison, McKee, Moore, Park Avenue, Windsor, and Woodlawn Elementary Schools. Non-minority students from throughout the District have been encouraged to participate in EDK classes at the two magnet schools, Edmunds Academy of Fine Arts and King-Perkins Magnet Schools. A lottery has been held the first Monday in April to select students for the ensuing school year.

Magnet Schools - King/Perkins and Edmunds Academy of Fine Arts have been neighborhood schools with magnet components. Nonminority students from throughout the District have attended these elementary schools through the Voluntary Transfer Program. To attract students from throughout the District, each magnet school provides a unique educational opportunity for students. King/Perkins magnet school specializes in science and computer education, which is integrated throughout the curriculum with state-of-the-art technology. Edmunds Fine Arts Academy emphasizes art, music, and movement in the curriculum. Spanish and a full-time gifted and talented program are also provided.

Paired Schools - Students living in the King/Perkins attendance area have been assigned to King/Perkins School. Students attend kindergarten through Grade 2 at King and Grades 3 through 5 at Perkins. Students living in the Rice/Monroe attendance area have been assigned to the merged schools. Those living in the former Casady Elementary School attendance area have been assigned to Rice/Monroe. Students attend kindergarten through Grade 2 at Rice and Grades 3 through 5 at Monroe.

Moulton Alternative School - A three-center school cluster was established by merging three attendance areas: Findley, Oak Park and Moulton Elementary Schools. Initially, students were assigned to schools by lottery. Some changes were made over the years. For several years, only students who moved into those attendance areas were given specific school assignments for at least one year. In the fall of 1992, students at Oak Park and Findley were no longer required to participate in the cluster. Minority students who moved to or from the Moulton School area were encouraged to participate in the Voluntary Transfer Program. Nonminority students who move from the Moulton area are encouraged to remain at Moulton with transportation provided. A small pupil/teacher ratio has been maintained to provide additional social and educational opportunities for students to strengthen their listening, movement, visual, and social skills. An extended-year calendar has been proposed as part of the special programming.

Equity Audit System - The Equity Audit System has been designed to assist building and district administrators assume the role of equity manager. It is a monitoring and evaluation system to ensure equal educational opportunities in programs and activities. This system has allowed administrators the opportunity to work with their stakeholders to analyze data and implement proactive strategies. The Equity Audit System includes documentation of activities related to

nondiscrimination policies and complaint procedures, sexual harassment awareness, extra and co-curricular activities, suspensions, multicultural nonsexist activities, and various government surveys. A District Equity Audit System has been distributed to nonbuilding administrators. It has been a condensed version that outlines activities related to informing employees about their civil rights and ensuring diverse representation on district committees.

Minority Achievement Program - The Minority Achievement Program (MAP) has been a proactive plan to increase opportunities for success. Through this unique partnership, the District, along with colleges, universities, community agencies and other organizations has worked to ensure more active minority participation in higher education and other quality career endeavors. MAP has provided a vehicle to coordinate 45 opportunities for minority students in Grades six through twelve. A half-time district Minority Achievement Program coordinator has worked with building MAP coordinators in the secondary schools to match students with the various programs and activities.

2. **Faculty and School Administrator Assignment Commitment** - The District agreed to maintain and monitor the District's Affirmative Action Plan with special emphasis on staff and administrative assignments.

The implementation strategies have been:

Nondiscrimination, Equal Employment Opportunity, and Affirmative Action Plan - This Plan has reaffirmed previous school district policies and responsibilities for equal employment opportunity and nondiscrimination in recruitment, selection, assignment, promotions, compensation and benefits, and professional growth experience. The plan has been supported by the District's policy not to discriminate on the basis of gender, race, color, national origin, religion, creed, marital status, or sexual orientation.

Discrimination Compliance - A concerted effort has been made to inform staff, students, parents, and school volunteers of their right to complain if they perceive discrimination has occurred based on race, creed, color, sex, marital status, national origin, religion, sexual orientation, or disability. Each year, the District nondiscrimination statement and an abbreviated version of the complaint procedure has been released to the media, placed in the District employee newsletter, and published in school newsletters. A poster has also been placed in all district facilities. The Director of Intercultural Programs is the complaint officer and processes all formal complaints. Informal sexual harassment complaints are processed by the Intercultural Programs coordinator and informal Section 504 complaints are processed by the ESL/Bilingual Coordinator.

Career Opportunity Program (COP) 2000 - COP 2000 has been a collaborative effort of Drake University, Des Moines Area Community College and the Des Moines Public Schools. The purpose of the program has been to increase the number of minority teachers by providing minority classified employees with the necessary coursework to meet the criteria for teacher certification for the State of Iowa. The District has provided support systems to ensure that participants can successfully complete the program requirements, so they can be hired as teachers in Des Moines Public Schools.

Cross-Cultural Awareness Training - All district employees have been required to take training entitled, "Bridging the Gap Between Cultures." Eight teams of three culturally diverse staff members are trained to present the two-hour workshop. At the conclusion of the training, participants develop an action plan to promote cultural awareness among students, staff, and parents.

Multicultural, Nonsexist Education Plan - The Plan has provided a comprehensive districtwide process to ensure that curriculum content, instructional materials, and educational activities reflect the diversity present in the United States and the wide variety of careers, roles, and lifestyles open to all persons in our society. It has fostered respect and appreciation for diversity and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society. A wide variety of staff development and technical assistance is provided to the staff. The plan has been updated annually.

3. **Provision of Educational Services To National Origin Minority Children Commitment** - The District agreed to ensure that limited English proficient students effectively participate in the educational programs offered by the District.

The implementation strategies have been:

Bilingual Programs - A bilingual program was established at McKinley Elementary School in 1976 to provide instruction in the Spanish language for Spanish-speaking pupils. Bilingual Education has been an educational process which involves the use of two or more languages to teach concepts and/or skill development in the student's first language until students are sufficiently proficient in English. ESL teaching strategies are also an integral component of bilingual education programs. The current bilingual program has been expanded to Brooks and Lovejoy Elementary Schools, Weeks Middle School, and Hoover High School.

English As A Second Language Program - The English as a Second Language Program (ESL) has provided students of many native language groups an opportunity to become proficient in listening, speaking, reading, and writing English. ESL programs have been offered at the following schools: Adams, Brooks, Granger, Hillis, Lovejoy, Madison, McKinley, Moore, Wallace and Windsor Elementary Schools; Callanan, Harding, and Weeks Middle Schools; North, Hoover, Roosevelt High Schools, and Central Campus.

Bilingual Community Liaison/Advisor Program - The Bilingual Community Liaison/Advisor Program has provided support for limited English proficient students and their families. The advisors have coordinated the translating services for Southeast Asian and Latino families for special school conferences, emergencies, and other situations to alleviate having native language tutors being pulled from their classroom responsibilities. In addition, the liaison/advisors have coordinated special counseling and informational sessions with resource speakers for secondary ESL and Bilingual classes. This has been done in cooperation with the building principals, guidance counselors, and ESL teachers. They have also been involved in drop-out prevention and college bound activities for students. The liaison/advisors have served as a link between the District and the various Southeast Asian and Latino community leaders and organizations.

Other Equity Activities

Minority Community Relations - The Intercultural Programs staff served as a lnk between the district and the minority communities. For the past eight years, annual parent workshops have been held in the African American, Asian, and Hispanic communities. The staff has represented the District on a wide variety of community boards and served as advocates for minority families.

Transportation Climate Committee - The Director of Intercultural Programs has met monthly with the Transportation Climate Committee to help resolve concerns among the employees and enhance the organizational climate. Representative of each of the employee work groups met to review concerns and/or suggestions placed in in the suggestion box. The Director published a monthly newsletter that contained a summary of the Climate Committee deliberations and other informationof interest to Transportation Department employees. The newsletter, The TransAction, helped reduce rumors and inaccurate information about a variety of issues.

Educational Equity Advisory Committee - Committee members who reflect a broad representation of stakeholders in the community have met monthly to review equity issues and make recommendations to the administration. The body is one of the state mandated committees. However, the Educational Equity Advisory Committee was functioning before enactment of the legislation.

Sexual Orientation Advisory Committee - The Committee of staff and community members has to examine equity issues related to sexual orientation. The Committee will make recommendations to the administration regarding inclusion of information in the MCNS Plan.

English As A Second Language/Bilingual Programs(a more detailed decription)

The Des Moines Public Schools has provided English as a Second Language (ESL) and Bilingual Programs for Limited English Proficient students since 1975. In that year, the ESL program began with 275 students, primarily from South East.Asia. A Bilingual program for Spanish-speaking students was also initiated in 1977. Since the beginning of the Program, the numbers have increased so that currently 1102 students are receiving ESL/Bilingual instruction.

What is English as a Second Language (ESL)?

ESL is a curriculum for the teaching of English to students whose first language is other than English. There are specific teaching strategies used to help children acquire English language skills.

What is Bilingual Education?

Bilingual Education is an educational process which involves the use of two or more languages to teach concepts and/or skill development in the student's first language until students are sufficiently proficient in English. ESL teaching strategies are also an integral component of bilingual education programs.

The goals of the ESL/Bilingual programs are as follows:

- To teach the English language, including comprehension, speaking, reading and writing skills
- To provide students with an opportunity to progress academically with their peer group by using tutor assistance in their first language
- To foster positive attitudes toward school and positive self-concepts
- To assist students in understanding and functioning within the American society
- To promote pride in the students' cultural and linguistic backgrounds
- To involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.

The ESL/ Bilingual Program Objectives are outlined below:

- To teach the English language, including comprehension, speaking, reading and writing skills.
- To expand services for LEP's newcomers in the Des Moines Public schools.
- To provide sufficient time for learning the English language in a non-threatening environment for students and parents.
- To provide students with an opportunity to progress academically with their peers by using the tutor assistance in their first language.
- To foster positive attitudes towards school and positive self-concepts.
- To assist students in understanding and functioning in the American society and provide avenues of opportunities for interaction.
- To promote pride in the students'cultural/linguistic backgrounds and an appreciation of cultural similarities as well as differences.
- To maintain quality educational programs to meet the needs of the whole child.
- To develop and maintain self-esteem and to continue to monitor the progress of each student regularly.
- To involve families and community leaders in the educational process in order to make educationa comfortable and cooperative effort between home and school.
- To have regular ESL/Bilingual education program evaluation.
- To provide on-going inservice sessions about ESL/Bilingual issues to all staff.
- To increase the recruitement and utilization of minority and bilingual staff volunteer.

The ESL and Bilingual programs address the goals through several different approaches. These different program components differ according to students's age and level of English language proficiency. All of the program components contain specific ESL teaching strategies and the use of native language instruction or tutoring.

Following evaluation, students are placed in classes that provide special instruction as outlined in Appendix 1. Students are scheduled for at least one period of ESL per day. In addition, the ESL teacher or the native language tutor may assist the students with regular course work. In some schools, the teacher may speak the native language of the students and use this skill to help the students learn. While the students are receiving ESL or bilingual support, they participate in as many classes with their English-speaking classmates as possible, beginning with: math, music, art and physical education. As their English language skills improve, they participate in additional classes.

In all the ESL/Bilingual instructional programs, native language tutors from the Southeast Asian and Spanish language groups provide a link between the first and second languages for students acquiring English. They are available to provide bilingual support for staff and the students' families. Fourteen native language tutors representing seven different language groups work in the 16 schools where the programs are located. The tutors also provide the students with positive role models and assist the students on their path towards academic success. The use of native language, culture, and literature is outlined by school in **Appendix 2.**

Limited English speaking Kindergarten students participate in Extended-day ESL kindergarten programs at Adams, Moore, Lovejoy, and McKinley Elementary Schools. In this environment, the children learn the regular kindergarten curriculum while working on language development. ESL teaching strategies are incorporated as students learn to listen, speak, read and write in English.

In addition to the full-day kindergarten program, other programs are offered at the elementary level. To participate in the elementary programs, students usually leave the regular classroom to work in the ESL class. Adams, Granger and Moore Schools have semi-immersion classes that serve grades 1-3 where students receive their primary reading, writing, and language instruction from the ESL teacher while learning English. In several schools, the ESL teacher works collaboratively within the regular classroom environment.

At Brooks, Lovejoy, and McKinley Elementary , Spanish reading instruction is provided for Spanish speaking students to foster concept and/or skill development in their first language until sufficiently proficient in English.

Bilingual and ESL resource classes help students develop English and academic skills at Adams, Brooks,Granger, Hillis, Lovejoy, McKinley, Moore, Wallace, and Windsor. Appropriate instruction is based on the ESL curriculum which was revised in the Spring of 1990. In addition, the class provides an introduction to American customs and traditions while helping the student to feel proud of their native culture. The native language tutors provide assistance as the students progress.

At the secondary level, there are several program designs. Secondary ESL resource classes are provided at Callanan and Harding Middle School as well as Hoover, North, and Roosevelt High Schools. Bilingual classes (Spanish-speaking) are located at Weeks Middle School and Hoover High School. Besides the resource classes, high school students new to the country are also enrolled in the Newcomers Program at Central Campus which provides intensive language instruction and concept development on a half-day basis. The Cognitive Academic Learning Proficiency (CALP) Program is also offered at Central Campus to give second year students instruction in intensive reading, writing, and American History. In addition, the ESL high school programs offer content area courses in social studies, English, and math for credit.

The ESL/Bilingual Program enrollment as of September, 1993 is outlined in Table 1.

Table 1
1993-94 ESL/BILINGUAL ENROLLMENT
n = 1102 N/E = Not Applicable

COMPONENT	KDG.	GRADES 1-5	GRADES 6-8	GRADES 9-12	TOTALS
Full-day ESL kindergarten	55	N/A	N/A	N/A	55
Bilingual/Spanish programs	39	148	39	31	257
ESL resource/ content classes *	19	359	97	285	634
Newcomer Program	N/A	N/A	30	60	90
CALP Program	N/A	N/A	N/A	66	66
TOTALS	113	507	166	316	1102*

*Includes students in Newcomer program

Language Groups Served

The major language groups served are Cambodian, Hmong, Lao, Spanish,Tai Dam, and Vietnamese. Other language groups served include Arabic, Chinese, German, Greek, Hindi, Japanese, Korean, Polish, and Russian. Two new language groups served in1993 are Serbo-Croatian -speaking Bosnians and Somalians .

Past Needs

Intercultural Programs responds to the changing needs of the community. New language groups and new students who speak languages already represented in the district are provided with an effective educational program. In addition, continuous communication with parents, community and staff affect changes in the delivery system. Recent program adaptations have resulted from past needs. Those include:

- Half time Hispanic Bilingual community Liaison- This need was met in response to concerns expressed by the Latino community. It was also in response to the high Hispanic drop-out rate and the need for Hispanic students to feel more of a sense of belonging in school.

- Special Education/ESL- Because the number of exceptional limited English proficient students is increasing, meeting their needs has become an issue of concern for both departments. A half-time tutor was hired and a handbook and training model was developed to increase awareness about how to help LEP students with special needs.

- Translation Handbook- Based on assessed needs and requests from buildings, the native language tutors translated a comprehensive set of district documents. The forms were translated in Vietnamese, Lao, Hmong, Cambodian, Tai Dam, and Spanish. The Handbook included parent letters, request for records, health questionnaire, vision report, immunization certificate requests, medication, immunizations, exposure to chicken pox and lice, hearing test results, health exam requests, eye screening, community health resources, hearing test consents, and other miscellaneous forms. The Handbook is updated with new translations periodically.

- Textbook Selection - ESL Middle School Materials Committee and the ESL High School Materials Committee selected and recommended instructional materials that were adopted by the Board of Director.

- Additional Staff - Because of the significant increase in limited English proficient students over the past three years, it has been necessary to provide additional staff. Three teachers and a half-time tutor was added to the Newcomer Staff at Central Campus. An additional Vietnamese tutor was hired to meet student needs. A half-time tutor was employed for the 1992-93 school year to assist special education staff with self-contained and severely mentally challenged students. When a new bilingual center was established at Brooks Elementary School in August, 1992, a teacher and native language tutor were hired.

INPUT EVALUATION

Sources of Revenue

Desegregation and Equity Programs

The Office of Intercultural Programs adddresses the desegregation and equity programs of the district primarily through funding of the General Fund. This includes the salaries of the Director, secretary, Voluntary Transfer Program associates and Latino Community Liaison. The cost of inservices, supplies, and other costs of the programs also come from the General Fund. The Minority Achievement Program District Coordinator and building coordinators are included in the Drug-Free Schools and Communities allocation.

ESL/Bilingual Program

The ESL/Bilingual Programs teachers and tutors are paid from the General Fund. However, additional monies from the state are brought into the general fund for each student served in the ESL program for less than three years. Each student is counted as an additional .19 student and extra monies received accordingly.

As the Federal government is aware that an influx of new students can arrive that has not been planned for in the budget, some provision to assist school districts has been allotted in the Federal Emergency Immigrant Act. Additional funds are provided for school districts with at least 500 students or 3% of the school population new to this country in the last three years. As Des Moines met these criteria with over 500 new students, we received funds from this grant.

Also because the high school Newcomers program at Central Campus offers such a unique and beneficial program, surrounding communities request enrollment for their new ESL students. Currently there are six students coming from adjacent school districts as tuition-in students.

The Regional ESL/Bilingual and Intercultural Programs Coordinator, who has both ESL and equity responsibilities in the Intercultural Programs office, is funded half through general funds and half through State Department of Education Title VII grant funds..

Bilingual Community Liaison Advisor

The Bilingual Community Liaison Advisor and the Hispanic Community Liaison provide links with specific language minority communities. The Southeast AsianBilingual Community Liaison Advisor is funded through the Chapter II funds while the Latino Community Liaison will be provided for through General Fund.

1992-93 SCHOOL YEAR

Sources of Revenue

External Funding Sources		
State of Iowa Weighted Formula for Non-English Speakers		$536,811.00
Emergency Immigrant Funds		$19,287.00
Chapter II Funds		$29,416.00
Title VII Funds		$18,060.98
	Subtotal	$603,575.91
General Fund		$1,328,632.64
	Subtotal	$1,328,632.64
	REVENUE TOTAL	$1,932,208.55

Human Resource Expenditures

English as a Second Language		
Teachers and Tutors (35.5 FTE)		$1,278,562.00
Bilingual Program		
Teachers and Tutors (10 FTE)		$271,244.00
	Subtotal	$1,549,806.00
Voluntary Transfer Program		
Associates (14 FTE)		$151,428.00
	Subtotal	$151,428.00
Intercultural Prorams Staff		
Director		$52,335.65
ESL/Bilingual Coordinator		$38,162.00
Intercultural Programs Coordinator (.5)		$18,060.98
Regional ESL Coordinator (.5)		$18,060.98
Bilingual Community Liaison		$29,416.00
Secretary		$15,992.39
Benefits		$36,742.55
	Subtotal	$208,770.55
	Human Resources Total	$1,910,004.55

Material Resources Expenditures

English as a Second Language		
Supplies		$2,784.00
Printing		$1,898.00
Bilingual Program		
Supplies		$848.00
Printing		$640.00
	Subtotal	$6,169.00
Voluntary Transfer Program		
Supplies		$425.00
	Subtotal	$425.00
Intercultural Prorams		
Supplies		$1,980.00
	Subtotal	$1,980.00
	Material Resources Total	$8,574.00

Inservice Expenditures

English as a Second Language		$3,475.00
Bilingual Program		$815.00
	Subtotal	$4290.00
Multicultural, Nonsexist Education		
Cross-cultural Awareness		$6,840.00
Respecting Ethnic and Cultural Hertiages (REACH)		$2,500.0
	Subtotal	$9340.00
	Inservice Total	$13,630.00
	EXPENDITURES TOTAL	$1,932,208.55

Materials In Use

The ESL/Bilingual Program has been part of the instructional materials selection cycle for the last three years. During those years, materials were purchased for all levels of ESL and bilingual classes from Kindergarten through Grade 12. As students vary greatly in their English proficiency, a variety of materials are needed to meet the speaking, listening, reading, writing, and comprehension skills instructional objectives of the ESL curriculum. Information regarding theses materials is outlined below:

Level	Title	Cost	Purchase Year
Elementary			
ESL/Bilingual	*Addison-Wesley ESL Series*	$5,284.74	1992
	Ideas for Literature	$6,173.53	1992
	Carousel of Ideas	$3,417.00	1992
	Global Child, Multicultural Resources for Young Children	$239.36	1992
	Cultural Awareness for Children	$384.00	1992
Bilingual	*Hagamos Caminos Reading Series*	$2,540.31	1992
	HBJ Lectura	$1,795.35	1992
	Sub-Total	**$19,834.29**	
Middle School			
ESL/Bilingual	*Intercom 2000*	$3,578.00	1991
	Beginner's English Reader	$217.00	1991
	Carousel of Ideas - Set I	$687.00	1991
	Project Achievement: Reading/ Writing	$1,559.00	1991
	Write on to Reading Book I	$159.00	1991
	Sub-Total	**$6,200.00**	
High School			
ESL/Bilingual	*Vista: An Interactive Course in English*	$3,280.00	1993
	Clear Speech	$154.00	1993
	Pronunciation Pairs	$140.00	1993
	Voices In Literature	$1,500.00	1993
	Language Development Through Content: Our People and Their Stories	$348.00	1993
	Sub-Total	**$5,441.00**	

Level	Title	Cost	Purchase Year
Central Campus			
ESL/Bilingual	*Building Bridges*	$1,738.00	1993
	In Contact	$233.00	1993
	Explore America	$2,002.00	1993
	Spotlight on Literature	$498.00	1993
	Practical English I	$360.00	1993
	Grammar in Action	$600.00	1993
	Sub-Total	$10,572.00	
	GRAND TOTAL	$42,047.29	

Community Resources

The success of Intercultural Programs is enhanced by the involvement and support of a wide variety of agencies, organizations, and higher education institutions. They have provided monetary and human resources with short and long-term commitments.

The following agencies and organizations worked closely with Intercultural Programs staff to provide opportunities for students, staff, and families.

A Better Chance Program
African American Action League
Ang Kor Wat Friendship, Inc.
Association of African American Role Models
Black Child Development Institute
Black Ministerial Alliance
Blacks In Management, Inc.
Bureau of Refugee Services
Central College
Cross Roads of Iowa Area Agency on Aging, Inc.
Des Moines Area Community College
Des Moines Police Department, Crime Prevention
Des Moines Tutoring Center
Drake University, La Fuerza Latina
Gateway Dancers
Gay and Lesbian Resource Center
Grinnell College
Heartland Area Education Agency
Homes of Oakridge
Iowa Commission on Latino Affairs
Iowa Commission on the Status of Women
Iowa Refugee Action Council
Iowa State University
Jack and Jilll, Inc. Des Moines Chapter
Des Moines Register
Junior Achievement of Central Iowa
Junior League of Greater Des Moines
KUCB radio station
League of United Latin American Citizens
Links, Inc., Des Moines Chapter
Martin L. King Community Planning Committee
Multifunctional Resource Center for Biling. Ed.
NAACP, Des Moines Chapter
Planned Parenthood of Central Iowa
Society of Tai Dam-American Friendship
Tai Study Center
The Close Up Foundation
The Communicator, Black Newspaper
The Lao Family Community, Inc.
Lutheran Social Services
National Council on Alcoholism
Simpson College
United States Department of Justice
University of Iowa
University of Northern Iowa
Urban Dreams
Vietnamese Evangelical Community
Ankor Wat Lo Buddhavath of Iowa
YMCA and YWCA
Principal Financial Group

PROCESS EVALUATION

Communication Network

In order to accomplish the work of Intercultural Programs, the Director regularly attends the Teaching and Learning Division Cabinet, the Administrative Council, and the Superintendent's Cabinet. Because the responsibilities require interaction with the Teaching and Learning Division as well as the Management Services Division, the Intercultural Programs staff meets with staff, students, parents, and community members based on the assigned duties. Regular staff meetings are held to discuss common problems, review objectives, and make decisions relative to programs and other equity issues.

Staff Responsibilities for 1993-1994

Mary Lynne Jones, Director, Intercultural Programs

It is the responsibility of the Director of Intercultural Programs to provide leadership, guidance, and support to the entire staff. It is also the responsibility of the Director to maintain the quality of educational programs and activities under the jurisdiction of the Office of Intercultural Programs.

Organizational Tasks:

The organizational tasks to be performed by the Director include planning and implementing programs, evaluating both personnel and programs, establishing effective communication with all department in all divisions regarding school desegregation, multicultural, nonsexist education, human relations, affirmative action, and other educational equity issues, providing assistance to staff, parents, and students in processing formal discrimination complaints; and establishing effective communication with and providing educational workshops for minority parents.

Successful performance is expected by the Associate Superintendent for Teaching and Learning, the Superintendent, and the Board of Directors in the management of the various programs and in maintaining a positive working relationship with the entire staff and publics. The Director is also expected to represent the Des Moines Public Schools on various boards, committees and at conferences at the local, state, regional, and national levels.

Organizational Relationships:

The Director reports to the Associate Superintendent for Teaching and Learning. She directly supervises one and one-half program coordinators, one half-time Minority Achievement Program coordinator, one Bilingual/ESL Community Liaison Advisor, thirteen bilingual tutors and one secretary.

Responsibility Statement Objectives:

WEIGHT (%)	OBJECTIVE
25%	1. Support and maintain the school desegregation program by: a. Coordinating the revised Voluntary Transfer Program. b. Assisting with the planning and implementation of the Moulton Alternative School in conjunction with the building principal and the Department of Elementary/Early Childhood Programs. c. Coordinating cross-cultural sensitivity training for two schools in conjunction with the Directors of Elementary/Early Childhood Programs and Middle and High School Programs and each building principal and three other employee groups.
15%	2. Support and maintain the English As A Second Language and Bilingual Programs by: a. Coordinating the enrollment and placement of limited English proficient students in conjunction with building principals. b. Implemeting feasible recommendations of the Evaluation Team which includes submission of Title VII grants to enhance the Program. c. Coordinating the expansion of the ESL/bilingual program if necessary. d. Continuing effective communication with building principals and staffs regarding ESL/bilingual curriculum and support services available.
15%	3. Support and maintain the District's multicultural, nonsexist education plan by: a. Coordinating inservices and workshops to meet the 1992-93 objectives in conjunction with the curriculum supervisors and non-instructional employee group administrators. b. Assist with any building level MCNS initiatives as outlined in their objectives. c. Coordinate the Educational Equity Advisory and the Sexual Orientation Advisory Committees.
15%	4. Support and maintain the District's Affirmative Action efforts by: a. Coordinating the implementation of the revised of the Affirmative Action Plan b. Working in cooperation with the Personnel Department in affirmative action efforts. c. Assisting with the coordination of the Minority Achievement Program (MAP)which serves as a clearinghouse of various programs and projects for minority students in conjunction with Middle and High School Programs and MAP building coordinators. d. Assist with the coordination of the COP 2000 Program.
10%	5. Support and maintain a positive relationship with minority communities by: a. Providing parent workshops by ethnic groups based on the needs outlined by each specific group. b. Co-sponsoring and assisting with the implementation of community activities designed for minority youth. c. Representing the District on various boards, committees and special events in the minority communities.

10% 6. Coordinate the process for discrimination complaints by:
   a. Working with building principals to insure that staff, students, and parents are informed of the District's complaint procedure.
   b. Assisting complainants with the formal complaint process in conjunction with district administrators.
   c. Completing the formal responses to complaints filed against the District and/or employees from civil rights agencies and working in conjunction with the District's legal counsel and affected employees in completing the responses.
   d. Coordinate the awareness training for staff, students, and parents about the sexual harassment policy and procedures as well as prevention activities.
   e. Coordinate the process for addressing Section 504 complaints especially in reference to Attention Deficit Disorder.

10% 7. Meet the organizational tasks and performance expectation of the Associate Superintendent for Teaching and Learning by:
   a. Serving on the Superintendent's cabinet, Administrative Council, the Strategic Planning Committee and attending meetings of the Board of Directors.
   b. Serving on the Teaching and Learning Cabinet.
   c. Serving on the Pupil Assignment Council and the Expulsion Investigation Team.
   d. Completing the Race Equity Review Report and other federal and state forms that must be completed each year by gathering data from other district personnel. This includes working with Student Services to develop a method to identify homeless students.
   e. Completing any other tasks assigned.

<u>Primary responsibilities of Debbie Caldwell, ESL/Bilingual Programs Coordinator</u>

1. Coordinate identification, enrollment, and placement of Limited English Proficient students
2. Provide consultative support to ESL staffs and schools
3. Coordinate collection and management of data as needed for local, state, and federal reports.
4. Monitor program delivery and facilitate planning for future changes.
5. Coordinate curriculum revision and implementation
6. Coordinate testing/assessment
7. Oversee budget and requisitions
8. Coordinate Attention Deficit Disorder staffing process and issues related to 504 regulations.

<u>Primary responsibilities of Helene Kaplan-Christensen, Intercultural Programs Coordinator</u>

1. Coordinate staff development
2. Supervise native language tutors
3. Coordinate office communications-translations, reports, brochures.
4. Coordinate district needs with state and national resources
5. Provide technical assistance to other districts
6. Coordinate planning and facilitate Iowa ESL/Bilingual Education and Refugee Concerns Conference
7. Coordinate sexual harassment awareness efforts and oversee formal complaint process.
8. Provide consultative support to ESL staffs and schools.

Primary responsibilities of Dinh VanLo, Southeast Asian Bilingual Community Liaison

1. Organize parent workshops
2. Communicate with parents and community organizations
3. Coordinate cultural awareness/counseling sessions
4. Assist with crisis intervention
5. Provide consultation on health, culture and other issues
6. Follow-up on exited students and dropouts
7. Coordinate the National Asian Family Partnership Project
8. Assist Director with Affirmative Action

Primary responsibilities of Connie Kidman, Latino Bilingual Community Liaison/Minority Achievement Program Coordinator

1. Organize parent workshops
2. Communicate with parents
3. Coordinate cultural awareness/counseling sessions
4. Assist with crisis intervention
5. Provide consultation on health, culture and other issues
6. Follow-up on exited students and dropouts
7. Coordinate Minorities in Teaching Program
8. Communicate information about program opportunities to minority students, parents, MAP Coordinators and stakeholders
9. Monitor program facilities
10. Arrange for student transportation to events
11. Oversee budget for MAP materials
12. Assess program needs and plan for future
13. Coordinate Latino Advisory Committee

Primary responsibilities of ESL Teachers

1. Provide instruction to small groups of identified students in language acquisition, content instruction, American culture
2. Coordinate instruction and student needs with classroom teachers
3. Provide in-class instruction and support
4. Serve as resource for building staff
5. Select and organize appropriate materials
6. Provide information about student progress to parents

Primary responsibilities of Native Language Tutors

1. Provide tutorial assistance in the native language to assist with language acquisition and content learning.
2. Work with classroom teachers, ESL/bilingual staff, administration and support staff.
3. Assist with parent communication, translations and cultural awareness in the building and District.

Primary responsibilities of Voluntary Transfer Program Associate

1. Provide supervision on buses for students participating in the Voluntary Transfer Program and/or ESL/Bilingual Programs.
2. Serve as a link between home and school.
3. Perform duties designated by building principals.

Professional Meetings

Date	Meeting	Participants
10/91	Midwest Teachers of Speakers of Other Languages-Iowa City	2 Coord. 3 Teachers
10/91	Desegregating Districts' Meeting Iowa Department of Education, Des Moines, Iowa	3 Central Office Administrators
11/91	National Alliance of Black School Educators, Atlanta, Georgia	1 Director
12/91	North Central Regional Education Laboratory(NCREL) Urban Education Meeting - Detroit, Michigan	1 Director
3/92	NCREL Technology Conference, Chicago, Illinois	1 Director, 1 Technology Admin. 1 Supervisor, 2 Coordinators
2/92	State ESL/Bilingual Ed. and Refugee Concerns Conference, Des Moines, Iowa	55 Teachers, admin. and support staff
3/92	A Matter of Justice and Compassion III: Serving Gay and Lesbian Youth - Des Moines, Iowa	1 Director
3/92	International Teachers of Speakers of Other Languages-Vancouver B.C.	2 Coord., 1 Liaison 3 Teachers
5/92	Serving the Culturally Diverse Child, Missouri State Department/ Midwest Desegregation Assistance Center - St. Louis	1 Director, 1 Teacher
10/92	Midwest Teachers of Speakers of Other Languages-Kansas City, Missouri.	15 teachers
10/92	Desegregating Districts' Meeting Iowa Department of Education, Des Moines, Iowa	3 Central Office Administrators
10/92	Multicultural Symposium, Des Plaines, Illinois	1 Director
11/92	National Alliance of Black School Educators Chicago, Illinois	1 Director

12/92	NCREL Conference on Multicultural Education Chicago, Illinois	1 Director
2/93	State ESL/Bilingual Ed. and Refugee Concerns Conference	55 Teachers, admin. and support staff
3/93	Regional Conference, Midwest Race Desegregation Assistance Center, Chicago, Illinois	1 Director
4/93	North Central Regional Education Laboratory(NCREL) Urban Education Meeting - Detroit, Michigan	1 Director
4/93	Teachers' of English to Speakers of Other Languages (TESOL) - Atlanta, Georgia	2 Coordinators 1 Coordinator
5/93	Serving the Culturally Diverse Child, Missouri State Department/ Midwest Desegregation Assistance Center - St. Louis	1 Director, 1 Vice Principal
5/93	GOTCHA Training Session (Identification of LEP Gifted and Talented Students) - Ft. Laurderdale, Florida	1 Coordinator, 1 G/T Consultant

Inservice and Staff Development

Inservice and staff development opportunities that have been offered to staff in the District since the fall of 1991 are outlined in Appendix 3. In addition to special training, there have been regularly scheduled staff meetings to provide staff with the time to learn about trends, procedures, program changes and to express needs. These meetings included weekly staff meetings, monthly tutor meetings, Minority Achievement Program coordinator meetings, cross-cultural trainer meetings, and monthly meetings of the Educational Equity Advisory, Sexual Orientation Advisory, and Latino Advisory Committees.

Support from the Iowa Department of Education, the Multifunctional Resource Center for Bilingual Education and the Junior League of Greater Des Moine has enabled the Office of Intercultural Programs to provide many inservice opportunities in the district. In addition to the staff development opportunities, the University of Northern Iowa has been offering courses towards ESL certification in the Des Moines area. Teachers and tutors participated in these courses at their own expense with partial subsidization by the Iowa Department of Education.

Influence of Technology

In the recent textbook adoption for high school ESL/bilingual materials, the committee examined software which is advertised to assist in the acquisition of English. However, the committee did not recommend any software for adoption because what was available was not cost efficient or effective.

In the application for a Title VII grant for a Special Alternative program, the staff will include materials and will review what is available on the market at the time of funding.

There is one Intercultural Programs Apple computer being used at an elementary site. The high school ESL staff encourages use of computers at the building level and Central Campus Newcomers use the Novanet facility for language assistance.

Other forms of technology presently being used in the ESL/Bilingual Programs include:

- VCR's- to provide material for language experience, to expose students to current literature, to support curriculum, to show news and culturally relevant stories, to depict American culture and holidays
- Computers- to build math and reading skills, word-processing skill development, practice spelling
- Film Projectors- to view films to broaden language base
- Tape recorders- to help students listen to English being spoken

In the Office of Intercultural Programs, all staff use Macintosh computers and have received appropriate staff development training.

Management Systems

Arbitrary placement of students in a language support program is not appropriate according to state and federal guidelines. Therefore, the District has an established procedure for identification, placement and ultimately exiting from the ESL/Bilingual Program.

Students may be referred for program participation by parents, teachers, principals, sponsors, consultants or community agencies. Another way a student may be introduced to the program is through the Home Language Survey which helps the coordinator to become aware of students living in a home where a language other than English is spoken.

Information is collected from the referring source and language proficiency tests are administered. Other test scores will be considered when available, as well as grades in previous schools.

The student is placed in the ESL/Bilingual Program where an appropriate school program has space available and transportation is arranged. Parents and referring party are kept informed and then finalize the process at the school. Parents may opt to refuse services and may do so in writing.

When a student's progress in school indicates that intensive language help is no longer necessary, information is collected to be certain that exit criteria can be met. This criteria includes: language proficiency test scores; content grades and scores on standardized tests. These scores are collected annually to monitor student progress. Parents are informed in a translated letter that the student is going to be exited.

PRODUCT EVALUATION

Outcomes from Departmental Objectives

Desegregation

VOLUNTARY TRANSFER PROGRAM: There are 1034 students who are participating in Voluntary Transfer Program for the 1993-94 school year. The number of students involved in VTP is decreasing since it became a Kindergarten through Grade 8 program in 1989.(See Appendices 4 -6.) On-going activities each year include enrolling new students, arranging school placement with the building principals, making transportation arrangements with the Transportation Department, solving special circumstance problems with parents, and working closely with the Departments of Elementary/Early Childhood Programs and Middle and High School Programs.

RACE RELATIONS: In the fall 1992 semester, there were significant racial problems at Lincoln High School. The Director of Intercultural Programs worked closely with the building principal, staff, students, parents and community members to resolve the conflict and find solutions. Funding was acquired to provide training for a cadre from Lincoln on Respecting Ethnic and Cultural Heritage (R.E.A.C.H.) Presenters provided sensitivity awareness from the perspective that everyone has culture. Race relations have also been an emerging issues at Weeks and McCombs Middle School.

REVISED PLAN: In the spring, 1993, the Director worked with the Department of Student Services and the Board Policy Committee to develop a desegregation policy and revise the Desegregation Plan. For the first time, all components of the Plan were presented in one document with a clear explanation of the relationship between the Desegregation Plan and district open enrollment policy.

MOULTON ALTERNATIVE SCHOOL: In June, 1992, the Board approved an alternative to the former cluster plan beginning with the 1992-1993 school year. Minority students who move into the Moulton attendance area were encouraged to participate in the Voluntary Transfer Program. Minority students enrolled at Moulton who moved during the year were also encouraged to participate in the Voluntary Transfer Program.

Non-minority students who move into the Oak Park and Findley attendance areas will be encouraged to attend Moulton with transportation provided. Non-minority students who move from the Moulton attendance area were allowed to continue as long as there is an existing bus route.

Instructional Support Tax Levy funds have been used to support collaborative efforts to implement the Moulton School Improvement Plan. The School-Based Council has been very active. Staff and administration have researched instructional methods and materials to learn what works best for the student population. There was a large component devoted to teacher training with an emphasis on teaching and learning styles. After year long study, the SBC and the majority of the staff decided to pursue a modified calendar which includes five additional weeks of school.

COMPLIANCE TO STATE NONDISCRIMINATION GUIDELINES: The state guidelines require that the minority percentage at an attendance center does not exceed 20 percentage points above the district-wide minority percentage. The District's desegregation efforts have been designed to reduce minority group isolation. Since the last evaluation report, the number of schools above the state guidelines increased to the highest level since the 1977-78 school year. The 1992-93 complaince percentage was 40.5 per cent. Six schools were above the guideline. They were Edmunds (42.0%), King (42.3%), McKinley (45.5%), Longfellow (45.9%), Moulton (49.6%) and Alternative Middle School North (45.2%). Efforts have been made through the Voluntary TransferProgram to decrease the percentages at Edmunds, King, Longfellow and Moulton. Some of the bilingual students at McKinley were transferred to the new bilingual centers at Lovejoy and Brooks. However, there was an increase in non-bilingual program minority students residing in the McKinley attendance area. The Alternative Middle School North had a small student body which caused an inflation of the minority percentage.

English As A Second Language

STUDENT PROGRESS: In March, 1993, a random sample survey was conducted of students in the ESL/Bilingual programs to monitor their progress and to provide a broad overview of the programs. (See Appendix 7). This represents a significant size sample and inferences can be made about students in the entire program.

Of the 824 ESL students, 166 were analyzed. Academic grades revealed that about 90 percent received a grade of "C" or above in reading/language arts, math, social studies, science, and elective courses. Special program placements showed three per cent inSpecial Education, four percent in the Gifted and Talented Program, and six percent in the Des Moines Plan. The Iowa Test of Basic Skills were only administered to higher functioning English proficient students and at limited grade levels. The eighteen students who took the test showed a median composite score of 34. On the District checkpoint writing test, nine students received a median score of 52. An indicator of social sucess is often reflected in the number of absences and suspensions. During the first semester during the 1992-93 school year, 87 percent of the students missed less than five days. Only one percent of the sample were suspended.

Of the 244 ESL students, 113 were analyzed. Academic grades revealed that about 80 percent received a grade of "C" or above in reading/language arts, math, social studies, science, and elective courses. Special program placements showed one percent inSpecial Education, four percent in the Gifted and Talented Program, and 20 percent in the Des Moines Plan. The Iowa Test of Basic Skills were only administered to higher functioning English proficient students and at limited grade levels. The five students who took the test showed a median composite score of 40. On the District checkpoint writing test, nine students received a median score of 52. An indicator of social sucess is often reflected in the number of absences and suspensions. During the first semestr during the 1992-93 school year, 58 per cent of the students missed less than five days. Nine students or 8 % of the sample were suspended.

During the 1992-93 school year, there were 32 Asian students and three Latino withdrew from school. One hundred and five students exited the ESL and Bilingual Programs.

Further analysis of the 1992-93 ITBS scores submitted to the Iowa Department of Educationfor Basic EducationData Survey (BEDS) is outlined in Table 2.

Table 2

NUMBER OF LEP STUDENTS PERFORMING WITHIN PERCENTILE RANGES AS DETERMINED BY NATIONAL NORMS

SUBJECT	At or Below 25th%tile	26th - 50th %tile	51st-75th %tile	Above 75th %tile	Unable to to take Test
Reading	67(*35%*)	69(*36%*)	41(*22%*)	14 (*7%*)	111
Mathematics*	34(*17%*)	53(*28%*)	58(*30%*)	47(*25%*)	110
Composite	58(*30%*)	60(*31%*)	52(*27%*)	21(*12%*)	111

* Test administered in Grades 3, 4, 6, and 7 only.

There were 29 percent of the students who scored at the 51st percentile or above in reading and 55 percent scored at the 51st percentile or above in mathematics. Thirty-nine percent of the ESL/ Bilingual Program students received a composite score above the 50th percentile.

Because of budget cuts, the ESL/Bilingual Program experienced a cut of one and one-half positions for the 1993-94. There was an unanticipated increase in the number of new students at the elementary and middle school levels. The student to teacher ratio has increased from 35 to 50 students. The native language tutors are not able to effectively serve the students.

Many of the improvements in the ESL/Bilingual Programs have been in response to needs expressed by the communities and/or the increase in the number of students from different language groups served.

MATERIALS SELECTION COMMITTEES: Since 1991, three materials selection committees have met to review and select materials for teaching Middle School ESL, High School ESL and ESL Social Studies. The committees selected appropriate books and resource materials which were approved by the board.

CLOSE-UP FOR NEW AMERICANS: Each year, a group of limited English proficient students from Hoover, North and Roosevelt travel to Washington D.C. for a one week experience which teaches students about the workings of American government.

PARENT INSTITUTE: In the spring of 1992, a Parent Institute took place at Samuelson. The 60 parents and community members came together to receive information about the ESL/bilingual programs and to meet within language groups to listen to speakers and discuss issues and concerns about educating the limited English proficient children in Des Moines Schools.

PARENT MEETINGS: Each year, the staff of the Office of Intercultural programs meets with parents in each language groups to address the issues of greatest concern for each group. Speakers present information on such topics as graduation requirements or Minority Achievement Program. Parents have the opportunity to ask questions and express concerns. In 1993, Parent Handbooks, translated by the Department of Education were given out to each language group and the content was reviewed. There were 150 parents who attended the meetings.

SUMMER SCHOOL: During the summer of 1992, money from Drug-Free Schools assisted the Office of Intercultural Programs in our efforts to provide a summer school program for the students most limited in English. One hundred students participated in the four week program. In 1993, however, there was no money available for a summer school program. In response to this need, a summer school was developed that was staffed with volunteers. Native language tutors in the district who are participating in the COP 2000 program need to provide service to the programs in exchange for time away from their regular positions when they student teach. Three tutors, the Southeast Asian Bilingual community Liaison and a volunteer tutor provided a program for secondary students for four weeks during the summer.

Various materials have been developed to meet the needs of the staff and students who are involved in educating limited English proficent students in Des Moines.

ESL/BILINGUAL BROCHURE: A brochure has been developed in response to frequent requests for general information about the programs. The brochure will be translated into several languages and will be sent to support services for distibution.

ESL/SPECIAL EDUCATION: To ensure consistent and informed handling of the needs of limited English students who may require special education, a half-day training session was presented to building teams in the fall of 1992. The training was followed up with a Handbook for LEP and Culturally Diverse Students. The Handbook provides research and suggested practiced and procedures for meeting the needs of this student group.

TRANSLATION HANDBOOK: The native language tutors receive constant requests for written translations. To ensure that the tutors are able to spend the majority of their time in contact with students and to avoid duplication of services, the Handbook has been developed and sent to each school in the district. As requests for additional entries are received, additional translations are sent out to schools on a regular basis. At this time there are over 25 different letters or forms translated into Vietnamese, Hmong, TaiDam, Spanish, Cambodian and Lao. As additional language needs arise, we will add to the Handbook. The tutors are now working on translating several special education forms to be included in the Handbook.

TUTOR HANDBOOK: Native language tutors are frequently hired to meet a dire need. There may be little or no time for training in our efforts to provide assistance to students as soon as possible. Tutors met during the summer of 1993 to develop a Handbook to help new tutors understand their job responsibilites.

DEVELOPMENT OF BELIEFS AND VISION: In an effort to evaluate the ESL/Bilingual Programs and to involve stakeholders in future planning, a group of district staff, community members, parents and support agency representatives met to discuss and agree on belief statements and a vision for the programs. The outcomes of these meetings will impact any future grant and/or district plans.

PROGRAM EVALUATION: From March 15-17, a team of evaluators visited the ESL/Bilingual Programs. The team consisted of five individuals including: bilingual consultants from the Iowa and Minnesota Departments of Education, a bilingual program coordinator from Sioux City, an evaluation specialist from the Evaluation Assistance Center in Albuquerque, New Mexico, and a training specialist from the Bilingual Resource Center in Madison, Wisconsin. The team was asked to examine the ESL and Bilingual Programs to determine program effectiveness and to make recommendations related to the shared beliefs and vision statements.

The evaluation team found the District is in compliance with state and federal laws regarding the provision of ESL and/or bilingual education to limited English students. In addition, several strengths of the programs were included in the report. Some of those include:

- **Recognition of cultural and linguistic diversity of the student population** (district mission statement, existence and operation of the Office of Intercultural Programs, staff development, appropriate instructional materials, Southeast Asian curriculum unit, textbook advisory committee)
- **Provision of a structured ESL program for limited English proficient students** (Intercultural Programs Office staff, formally trained and certified instructional staff, native language tutors, appropriate instructional materials and staff development.)
- **Utilization of Native Language Tutors who represent the diversity of our students** (tutors fluent in several of the major languages have daily contact with students, varied utilization of tutor time, positive role models, integral part of Des Moines staff)
- **Intercultural Programs Office is a resource for staff, students and community** (training provided for program and mainstream staff, networking with external agencies to provide training)
- **Program philosophy of integrating limited English proficient students within the mainstram setting** (involvement of program students in extra-curricular activities, evidence of students exchanging cultural information, placement in mainstream content and elective courses)

The evaluation team presented information regarding concerns expressed to them by staff, students parents, or community members during their visit. They addressed the following concerns:

- **Additional inservice and training** needed for ESL/Bilingual Program staff and mainstream staff to promote more uniform recognition of limited English proficient student needs.
- **Implementation of a systematic procedure** for data collection, storage and analysis.
- **Additional training** needed for Native Language Tutors, ESL/Bilingual Staff and mainstream staff to enhance the effectiveness of tutor involvement in the schools; reduction in travel time of tutors; providing ancillary support in the form of bilingual/bicultural counselors and/or social workers
- **Improve communication** between Office of Intercultural programs, ESL/Bilingual Staff and building staff.
- **Increase awareness** about placement and identification of program students as they enter and exit the program to insure appropriate placement and facilitate monitoring of student progress.
- **Increase exposure** of program students to curriculum and extracurricular opportunities.

LATINO ADVISORY COMMITTEE: In 1991, the Latino Advisory Committee was formed. The Committee was given the charge of examining and making recommendations to the administration related to the education of Latino students. The Committee presented recommendations in July, 1992 and an administrative response was completed in September, 1992. Monthly meetings were held to implement the recommendations. One major recommendation was accomplished in the hiring of the half-time Latino Bilingual Community Liaison for the 1993-94 school year. The Committee also was instrumental in establishing the Latino Parent Group.

Multicultural Nonsexist Education(MCNS)

EVALUATION: The Director of Intercultural Programs enlisted a graduate student at Drake University to conduct a comprehenive evaluation of the Multicultural Nonsexist Education Plan. The evaluator interviewed administrators and staff. The report is forthcoming.

ACTIVITIES: Meetings were held with each supervisor to discuss the activities for the year and the MCNS objectives pertaining to their curriculum area. As a result, the School Board Advisory Committee, who approved instructional materials selection recommendations, received inservice from the Iowa Department of Education and several textbook committees. Each principal documented the MCNS activities in their building in the Equity Audit System. Resource materials were loaned to building staffs for special projects. A variety of equity related inservices and special programs were held throughout the District. In March, the Professional Educators Conference included several MCNS workshops and had keynote speakers who addressed the issues. The Educational Equity Advisory Committee met regularly. The Sexual Orientation Advisory Committee was established to offer assistance in reviewing the curriculum and make recommendations regarding inclusion of these issues in the curriculum. Several staff members attended the conferences, "A Matter of Justice and Compassion II, III, and IV: Serving Gay, Lesbian, and Bisexual Youth."

Minority Achievement Program

ACTIVITIES: The MAP Coordinators in all the middle schools and high schools made a concerted effort to provide information about the program to the 2,976 minority students and their parents and to match students with opportunities. As a result of the MAP program, many students are now attending college, who might not have had the opportunity to do so without the opportunities offered through the hard work of the MAP Coordinators and participating agencies and colleges and universities.

From September until June, there were 1,946 students who participated in over 43 programs. The following programs had the highest participation:

Program	Number of Participants
Minorities in Teaching with the University of Northern Iowa	31
Science Mentor Program (Science Bound)	41
Minority Engineeringing Quiz Bowl	61
School to College Transition (Talent Search ISU)	45
Des Moines "I Have A Dream"	31

Program	Number of Participants
Career Beginnings	35
Upward Bound Program (Central College)	204
Martin Luther King Luncheon	88
Martin Luther King Forum	85
I Am Somebody Project (D.M. Chapter LINKS)	60
Des Moines Tutoring Center	111

Many high school students attended bus tours to several Iowa Universities.Three new programs have been added to the Minority Achievement Program increasing the opportunities for our minority students. Two seniors from two Des Moines high schools received full-ride Beeson Scholarship, which includes books, tuition, room and board at Northwest Missouri State. This scholarship will enable these students to get a degree in education and a chance to return to Des Moines to teach in the District.

Affirmative Action

MONITORING: The Director of Intercultural Programs and personnel from Human Resources Management reviewed the goals and objectives of the Non-Discrimination, Equal Employment Opportunity and Affirmative Action Plan and will continue to work to implement the Plan.

The numerical goals and timetables indicated that the District should recruit and hire 13 minority teachers, 13 minority secretaries and nine minority service workers by June 30, 1992. The Human Resource administrators and supervisors indicated that during that the District hired 20 minority teachers and 18 service workers, exceeding the goal by seven for minority teachers and by nine for service workers. However, the district hired only three minorities in the clerical department.. The District needs to hire 10 additional clerical workers to meet District commitment.

The Purchasing Agent indicated that the district did not meet its goals for Minority and Female Contractors and Vendors. First, there were very few minority and female contractors and vendors registered with the District. Therefore, a limited number of minority vendors participated in the bidding process. They constituted only 2 percent of the total contractors and vendors. Secondly, with the use of the best and most aggressive strategies, the District was only able to award about 4 percent of the contracts to minority and female contractors and vendors. The Des Moines Schools needs to increase the contract awards by 6 percent to meet the Affirmatie Action goals of 10 percent.

COP 2000: The Personnel Supervisor and the Director of Affirmative Action exhibited and interviewed at the National Alliance of Black School Educators each year. The Career Opportunity Program (COP) 2000 program included seven Latino, eight Asian, and twenty-one African American employees. The District staff assisted in the screening and selection process, and seminars for program participants to provide support and help them adjust to the demands of college. In May, 1993, an Asian native language tutor graduated from Drake University with a secondary teaching degree in mathematics. As the first COP 2000 graduate, he was hired as a secondary teacher.

District Complaint Process

COMPLAINTS: The building administrators received training on managing equity. This included the types of discrimination and the complaint procedure. Documentation was provided to show that the procedure was explained. There were six Iowa Civil Rights Commission complaints and one Des Human Rights Commission complaints. Twenty-two formal internal complaint investigations were filed. At least 50 informal complaints were resolved. These complaints include 14 based on race, eight basedon sexual harassment, 1 based on sexual orientation, based on retaliation because of complaint had been filed, and five based on violation of Section 504 of Handicap Rehabilitation Act.

SEXUAL HARASSMENT: A review of the District's efforts to implement the sexual harassment policy indicated the pressing need to enhance the awareness for the entire staff and to inform the students at the three educational levels. The Intercultural Programs Coordinator was designated as the Sexual Harassment Complaint Officer. The number of complaints have increased and will mushroom as staff and students become aware of their right to complaint.

SECTION 504 - ADD: - There has been a significant number of students identified as having Attention Deficit Diorder. Section 504 of the Rehabilitation Act requires that the District provide reasonable accommodations to ensure equal educational opportunity. The ESL/Bilingual Coordinator has been designated as the 504 Coordinator.The Coordinator is developing procedures and resources that school staffs can use to serve the students.

Minority Community Relations

AFRICAN AMERICAN: Several activities were held with the African American Community in cooperation with the Iowa Alliance of Black School Educators. In September, 1992, a breakfast program was held for parents and students with Dr. Asa Hilliard, noted African American educator from Georgia State University. In January, 1993, a financial aid workshop was held for senior students and their parents. In addition, a coordinated effort was made to involve the African American community in the International Children's Choral Festival. Many students, parents, and community members volunteered their services.

ASIAN: In the fall, 1992, parent workshops were held for the Lao, Hmong, Cambodian, Tai Dam, and Vietnamese communities. A handbook entitled, "A Guide for Parents of Limited English Proficient Students in Iowa" was distributed in several languages and explained to parents.

LATINO: In the fall, 1992, the Latino Advisory Committee presented the administration with recommendations based on the Committee charge. An administrative response was prepared.
The Committee met regularly and worked with the staff in implementing the recommendations. Several sub-committees also met and have made significant progress. During the 1992-93 school year , a Latino parents group was formed and has met regularly. Their goal is to get Latino parents more involved in the education of their children..

AMERICAN INDIAN: The Director of Intercultural Programs has established a relationship with the American Indian community through the Two Rivers Intertribal Council and American Indians and Friends.

Intercultural Programs staff represented the District with a variety of minority organizations and boards of directors in the American Indian, African American, Latino, and Asian communities.

Cross-cultural Awareness Training

BRIDGING THE GAP: Cross-cultural awareness training, "Bridging The Gap Between Cultures," was conducted by twenty -eight facilitators. Cross-cultural awareness training was presented at 30 elementary schools, 10 middle schools, Central Campus, and to 5 classified employee groups. Partial funding was provided by a grant from the Junior League to the Urban Dreams' "Youth Touch Program". Several building level projects have resulted because of the training. The staffs have developed action plans and are implementing them in the form of diversity fairs, diversity staff development courses, and cross- cultural awareness components in the Teacher Advisor Program at the middle school level.

Bilingual Community Liaison/Advisor Program

ACCOMPLISHMENTS: The Bilingual Community Liaison/Advisor counseled with students and parents as well as consulted with building personnel regarding staffings, potential drop-outs and other student or family issues. In addition to monitoring the progress of students who have exited the ESL program, the Liaison/Advisor worked with Asian students who attended schools that did not have ESL programs. Arrangements were made for informational sessions and mini-workshops with resource speakers for ESL classes at the middle and high school levels. The Liaison/Advisor coordinated parents and the National Asian Family/School Partnership Project for North High School, Harding Middle High and Adams Elementary School. This is a joint Project with the National Coalitionof Advocates For Students(NACS) located in Boston Massachusetts, the Tai Study Center, and the District.. Presentations were made about ethnic minority issues to students, staff, outside organizations and state government agencies. The Liaison/Advisor represented the District and gave the Southeast Asian perspective on several district committees and community organizations and agencies.

Transportation Climate Committee

ACCOMPLISHMENTS: The Climate Committee met to discuss concerns and suggestions placed in the suggestion box. Some of the issues addressed were bus radio abuse, assignment of bus aides, and the dissension among employees based on perceptions of unequal treatment. The Committee discussed solutions to improve situations and clarified any misunderstandings. Deliberations of the Committee were published in the TransAction, the Transportation Department newsletter. The newsletter also included congratulatory remarks to employees for promotions, birthdays, and births as well as condolences. Special articles were written by the Supervisor of Transportation.

Educational Equity Advisory Committee

ACCOMPLISHMENTS: The Committee met monthly and developed goals for the year. Presentations were made regarding the use of AmericanIndians as school mascots, the American Disabilities Act as it impacts schools, and the views of gay and lesbian youth. The Committee members worked in subcommittees to develop recommendations regarding sexual orientation in the curriculum and other educational activities, improving the diversity of district-wide committees and the use of American

Indians as mascots. A review was done of elementary school mascot. One school had recognized the need and changed their mascot. Accomplishment of other goals were at various stages of completion by the end of the school year and will be addressed during the 199-94 school year.

Sexual Orientation Advisory Committee

ACCOMPLISHMENTS: The Committee met several times during the year to assess what could be done to ensure that District policies regarding nondiscrimination based on sexual orientation are implemented. Committee members researched what has been done in other districts and will continue to work on recommendations to be forwarded to the administrative staff.

Staff Awards

Staff Member	Award
Bill Griffin	Governor of Iowa's Volunteer Recognition Award
Stephaney Jones	Governor of Iowa's Volunteer Recognition Award
Dinh VanLo	Certificate of Appreciations from the American Institute of Business, the Department of Education, and the Des Moines City Council . Plaques of Appreciation from the Tai Study Center and the Des Moines Human Rights Commission. Certificate of Completion from the Chamber of Commerce Leadership Institute. Two Governor of Iowa's Volunteer Recognition Awards
Helene Kaplan-Christensen	Certificate of Appreciation from the Kiwanis Club

Student Awards

For the 1992-93 school year, ninety-two (92) Asian students graduated from the Des Moines Public Schools. Of this number, two Tai Dam students and one Vietnamese student were in the top 3% of their classes. There were eleven Vietnamese students, two Tai Dam students, and one Laotian student who graduated in the top 15% of their classes.

Student	Award or Scholarship
Trang Bui	Academic Fitness Award for Extraodinary Effort, Academic Letter Winner
Nguyen Huynh	University of Iowa Academic Scholarship
Sommaly Khammy	Business Club President
Somphon Khamvongsa	Presidential Academic Fitness Award
Viengthai Lovan	Central College Distinguished Scholar Award
Leng Cathi	North High Alumni Scholarship
Maneechanh Lothi	Superintendent's Award for Word Processing, E.C. Betz Scholarship

Student	Award or Scholarship
Nha Ho	Iowa State University Academic Recognition Scholarship; Grand Lodge of Iowa, A.F. and A.M.Scholarship Award, Iowa Bar Association/ Polk County Attorney's Association
Linda T. Luong	Central College Theater Scholarship
Linh Vo	Acadamic Fitness Award for Extraodinary Effort; Grandview College Regents Scholarship
Ngoc Diep Vo	Academic Letter Winner
Thien Tong	The Des Moines Symphony Music Award
Minh Vu	The Des Moines Symphony Music Award
Robert Liera	The Des Moines Symphony Music Award
Tuan Huynh	Bronze Medal at the North Fair
My Le	3rd Place in the Iowa State Engineering Quiz Bowl
Dolly Lee	3rd Place in the Iowa State Engineering Quiz Bowl
Khanh Ho	3rd Place in the Iowa State Engineering Quiz Bowl
Thanh Tran	3rd Place in the Iowa State Engineering Quiz Bowl
Slawele Bladowski	8th Place in the Iowa State Engineering Quiz Bowl
My Trinh	8th Place in the Iowa State Engineering Quiz Bowl
Jan Taboy	Photography Award
James Williams	Beeson Scholarship to Northwest Missouri State University

Audits

Intercultural Programs has coordinated several internal and external audits related to equity.

Equity Audit System

The Director of Intercultural Programs designed the Equity Audit System to assist building and district administrators assume the role of equity manager to ensure equal educational opportunities in programs and activities. The information was distributed in September and was returned in March. Each equity activity included an explanation detailing the reasons and/or laws related to the activity as well as the necessary documentation. This system allowed the administrators the opportunity to work with their stakeholders to analyze data and implement proactive strategies. The Equity Audit System included meeting notices, non-discrimination policies and complaint procedures, sexual harassment, extra and co-curricular activities, course enrollments, suspensions, MCNS activities, and various government surveys. A District Equity Audit System was distributed to non-building administrators. It was a condensed versionthat outlines activities related to informing employees about their civil rights and ensuring diverse representation on district committees. The documentation completed by administrators was used to complete the State Department of Education Educational Equity Review Report.

Educational Equity Review Report

The data received from the administrator is used to prepare the Educational Equity Report. In September, the Iowa Department of Education forwards recommendations to the Superintendent regarding the educational equity based on their review conducted the previous May. The district was asked to develop a voluntary compliance plan outlining how staff would address the recommendations. During the school year, the district implemented the compliance plan. The district submitted the Educational Equity Status Report in July to the Department of Education. DOE officials summarized the district report and made recommendations to the State Board of Education.

EEO - 5

Federal law requires that the Equal Employment Opportunity Commission (EEOC) and the Office for Civil Rights (OCR) of the Department of Education prescribe such records and reports as are necessary for the enforcement of the Civil Rights Act of 1964. The EEO -5 report is conducted every two years. The report for the school system must provide summary data for all personnel employed by the school system either full time or part time. A separate report form was filed for each school and each classroom facility from the schools operated by the school system. The EEO-5 surveys were completed for the 1992-93 school year and will be completed again during the 1994-95 school year.

1992-93 Elementary and Secondary School Civil Rights Survey

This survey is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilita tion Act of 1973. The reports are analyzed by government officials and forwarded to the Region VII Office for Civil Rights. It is conducted every two years. The data is used to determine compliance violations and the need for on-site reviews. Information by race, sex, and disability was obtained for pupil statistics, pupil assignment, special education program enrollments, selected course enrollments, and high school graduates for the 1992-93 school year and will be completed again during the 1994-95 school year.

Impact Aid Program Survey

Public Law 81-874 was passed by the U.S. Congress to offset loss of local revenue due to tax exempt federal property or federal employers who do not pay local taxes. The Impact Aid Program allocates funds by a formula which is based upon the number of pupils enrolled whose parent or parents are employed by a federal agency, whose parent is a member of the active armed forces, or who resides on federal property. The district identified each eligible pupil in the categories and have on file a verification signed by their parents. The Board of Directors passed a resolution each year to approve submission of the application to the U. S. Department of Education and the person designated to conduct the survey. The District received $13,000 each year as a result of the survey.

PLANS FOR THE FUTURE

1. Successful implementation of the District's Desegregation Plan will continue to be a major thrust with careful monitoring of compliance with state guidelines and the impact of of between district open enrollment on the implementation of the Plan. A systematic approach will be used to improve race relations among students at Lincoln High School as well as Weeks and McCombs Middle Schools.

2. The ESL/Bilingual Program will continue to make improvements which include:
   - monitoring the staff to student ratios as the number of LEP students increases in order to provide adequate services. Analysis will be made of the teacher to student, tutor to student, and overall impact on the class sizes of the mainstream classrooms.
   - providing on-going training and inservice for ESL/Program staff and mainstream staff to promote uniform recognition of effective educational strategies to meet the needs of limited English proficient students.
   - implementing a systematic procedure for data collection, storage, and analysis of student progress.
   - developing and implementing objective-based tests for the ESL/Bilingual curriculum.
   - developing and implementing strategies to increase exposure of program students to curriculum and extracurricular opportunities.
   - implementing strategies to enhance the delivery of instruction especially for elementary newcomer students.
   - developing short and long range goals to increase the use of technology for program instruction.

3. Intercultural Programs staff will continue inform staff, students, parents, and volunteers of their rights to a working and learning environoment free of discrimination. Activities will include:
   - providing cross-cultural awareness trainining.
   - providing sexual harassment awareness and curriculum training as well as processing of complaints.
   - providing information and awareness training regarding reasonable accommodation under Section 504 of the Vocational Rehabilitation Act for students with Attention Deficit Disorder who do not receive special education services as well as the processing of complaints.

Future Needs

1. As the number of LEP students increases additional staff should be hired. (Cost depends on the needs).

2. Sexual harassment awareness training and coordination of complaints will require a half-time staff member. (Cost $25,000 including benefits)

3. Respecting Ethnic and Cultural Heritages (REACH) training for Lincoln, Weeks, and McCombs Middle Schools should be implemented (Cost $15,000; $150 per person for 100 people . This includes consultants and curriculum materials)

4. Objective-based tests will need to be developed for the ESL/Bilingual curriculum. (Cost $1,620; Three teachers at each level for 10 hours of work @ $18.00 a hour)

5. ESL/Bilingual Program staff and mainstream teachers will need training to enhance the delivery of instruction for limited English proficient students. ($150,000 through a federal Title VII grant)

6. ESL/Bilingual Program students should have access to computer assisted instruction by having at least one computer, printer, and software at each site. (Cost $65,000)

APPENDICES

STRUCTURE OF THE ENGLISH AS A SECOND LANGUAGE AND BILINGUAL PROGRAMS

INSTRUCTIONAL PROGRAMS	DESCRIPTION	GRADES	ESL	BILINGUAL
ELEMENTARY SCHOOLS				
Extended-day kindergarten	Students learn regular kindergarten	Kindergarten	Moore	McKinley
	curriculum with extensive language		Adams	Lovejoy
	development.			
Semi-immersion Reading	Students receive primary reading, language	Grades 1-2	Moore	
	arts instruction from ESL teacher		Adams	
ESL Resource Classes	Students acquire English proficiency	Grades 1-5	Adams	Lovejoy
	skills: Listening, speaking, reading, and		Granger	Brooks
	writing, and Students also develop an		Hillis	McKinley
	understanding of American society and		Moore	
	culture.		Wallace	
			Windsor	
ESL-Classroom collaboration	ESL teacher works within regular classroom		Adams	McKinley
	to aid students to acquire academic skills.			
Bilingual Reading Instruction	Spanish-speaking students develop reading			Brooks
	and language arts skills in first language			Lovejoy
	while developing English skills			McKinley
MIDDLE SCHOOLS				
ESL Language arts Classes	Students receive instruction in all	Grades 6-8	Callanan	Weeks
	language arts areas, including reading		Harding	
	and spelling.			

STRUCTURE OF THE ENGLISH AS A SECOND LANGUAGE AND BILINGUAL PROGRAMS

INSTRUCTIONAL PROGRAMS	DESCRIPTION	GRADES	ESL	BILINGUAL
MIDDLE SCHOOLS				
ESL Social Studies Classes	American History and Government is		Harding	
	taught through a sheltered approach.			
ESL for Newcomers	Students new to the country receive		Harding	
	intensive language instruction for at least			
	four periods daily.			
HIGH SCHOOLS				
Newcomers Program	Students new to the country receive	Grade 9-12	Central	
	intensive language instruction and		Campus	
	concept development on a half-day basis.			
CALP (Cognitive Academic	Students receive American History		Central	
Learning Program)	and language arts instruction for a half-day		Campus	
Content Area ESL Classes	Specific sessions of Math and Social Studies		Hoover	Hoover
	classes are provided by ESL teachers or		North	
	regular teachers with native-language		Roosevelt	
	assistance.			
ESL Resource Classes	Students acquire English proficiency		Hoover	Hoover
	skills: Listening, speaking, reading, and		North	
	writing, and Students also develop an		Roosevelt	
	understanding of American society and			
	culture.			

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USE OF THE NATIVE LANGUAGE, CULTURE AND LITERATURE

SCHOOL	PEER TUTORS	BIL. TUTORS	BIL. TEACHER	DISPLAYS	LITER.	UNIT	OTHER
North	•	•	•	•		•	Ethnic food sales; student written stories from their homeland.
Hoover	•	•	•	•			Bilingual student council reps.; ESL Workshop to share immigrant experience; discuss indep. living and conflict mediation; newspapers and magazines used to study current events; Cultral encounters pair students for sharing.
Roosevelt		•		•	•	•	Reading and retelling ethnic folktales;sharing languages; ESL student council rep.; Art Fair (food sales, native dress, poetry and folk tales
Callanan	•	•		•	•	•	Tutors in mainstream classes; guest speaker published student life stories; student performances; Food Fest; multicultural videos.
Weeks		•	•		•		Comparison of cultures; class discussion
Harding	•	•			•	•	Library field trips; SE Asian high school volunteers; art work tutors sharing stories; films; Heritage Assembly(music, native dress, food); videos; translated announcements; world geog.unit; text component; map study; sharing personal letters.
McKinley		•	•	•	•		Spanish reading class; native Eng. speakers learn Span.;bilingual support staff; Drake tutors; Hispanic Heritage Month; realia on display; Mexican dance lessons; holiday celeb
Brooks		•	•		•		Spanish reading classes; labels for classroom items; Hispanic Heritage Month(discussions about famous people and history, art, music, food.)
Lovejoy		•	•	•	•		Spanish reading classes; student sharing; Spanish Club;objects labeled in classrooms.
Adams	•	•	•	•	•		Story cloths made in ESL classes; folk tales brought from home; calendars; holiday discussion; Hmong art;videos about accep tance; tutor presentations; humor.
Granger		•	•	•	•		Dual language content instruction; tutor presentations; posters; records; song and dance; incorporated into dailyintegrated literature; folktales; slides; art.
Wallace		•		•	•		Sharing lang..during discussion; parents and tutors share folktales, music, dance, customs; origami; Tree of Peace at Bot..Center

OFFICE OF INTERCULTURAL PROGRAMS STAFF DEVELOPMENT

TOPIC	DATE	PARTICIPANTS	COSTS
1990 - 1991 School Year			
New staff training	8/90	New staff	NC
Tutor training	8/91	Tutors	NC
Implementing Revised ESL Curriculum	1/91	ESL/Bilingual Staff	$40 Printing, $1170 subs.
ESL/Bilingual and Refugee Concerns Conf.	2/91	ESL/Bilingual Staff	$510 Registation, $2089 subs.
Refugees of the World	3/91	District staff at March Inservice	NC
The Roles of the Native Language Tutor	3/91	ESL/Bilingual Staff at March Inservice	NC
Appropriate Referrals of LEP for Special Educ.	3/91	District staff at March Inservice	NC
Addressing the needs of LEP Students	5/91	ESL/Bilingual Staff	NC
Bridging the Gap Between Cultures	9/90-5/91	District Staff	$1,000 Print., $6,840 Facil.
1991 - 1992 School Year			
Meeting the Needs of LEP Students	9/91	Lovejoy and McKinley Staff	NC
Reading Aloud	10.91	ESL/Bilingual Teachers and Tutors	8 subs
Language Learning and Special Needs	11/91	ESL & Spec. Ed. Staff	$390
ESL Teachers & Tutors Working Together	12/91	ESL teachers & Tutors	NC
ESL/Bilingual and Refugee Concerns Conf.	2/92	ESL Teachers & Tutors	$510 Regis.,$2300 subs
TESOL National Conference	3/92	Coordinators & Liaison	NC
Meeting the Needs of LEP in Mainstream	5/92	Lovejoy, Brooks & McKinley	NC
Parent Institute	5/92	Parents of LEP, Community	$1040
Accent Reduction	7/92	Native Language Tutors	NC

TOPIC	DATE	PARTICIPANTS	COSTS
1992 - 1993 School Year			
Special Needs of LEP & Culturally Diverse	9/92	Building Teams	NC
Heartland Special Needs of LEP Students	10/92	ESL/Bil. and MainstreamStaff	NC
Teachers of Eng. to Speakers of Other Lang.	10/92	ESL Staff	NC
CEC- Cult. and Ling. Diverse Exceptional	11/92	ESL Coordinators and Staff	NC
Strategic Planning	1/93	Staff, Parents, Community	NC
ESL/Bilingual and Refugee Concerns Conf.	2/93	ESL Teachers & Tutors	$510 Regis.,$2511 subs
Meeting the Needs of Latino Students	3/93	District Staff	NC
LEP Students in the Mainstream	3/93	District Staff	NC
TESOL National Conference	4/93	Coordinators & Liaison	NC
REACH Training for Lincoln High School	5/93	Staff, Students, and Parents	$2,500 Consultants
Assessing LEP Students	6/93	ESL Teachers & Tutors	NC
1993 - 1994 School Year			
Accent Reduction	8/93	Native Language Tutors	$120
Effective Use of the Native Lang. Tutor	8/93	ESL Teachers& Tutors	NC
Tutors in the ESL & Mainstream Classroom	8/93	Native Language Tutors	NC
Preparing a Handbook for New Tutors	8/93	Native Language Tutors	$220
Sexual Harassment Awareness- Administ.	9/93	District Administrators	NC
Title VII Grant Writing for ESL/Bilingual	9/93	Office Staff	NC
GOTCHA- LEP Gifted Students	9/93-10/93	ESL, G/T & Mainstream Teachers	NC
Training for Sexual Har. Curriculum	10/93	Trainers	NC

VOLUNTARY TRANSFER PROGRAM 1990-91

From	To Adams	To Find.	To Edm.	To Hana.	To Hillis	To Hubb.	To Jeff.	To King/ Park.	To McKee	To Mad.	To Moore	To Pk Ave.	To Wind.	To Wood.	To Wright	Outgoing Total
Adams																0
Brooks			2													2
Cattell			5					4								9
Douglas			1					1								2
Edmunds			2	4	6	6	4	13			6	12	16	1	12	82
Findley			6					1		2	1					10
Garton	7		1	3		1		6	14	2	2		7	5		48
Granger						1						1				2
Greenwood			9		3	5		2			2	4	3		1	29
Hanawalt								3								3
Hillis			3					8								11
Howe			1					1								2
Hubbell			11			2		2			1					16
Jackson			7					1								8
King/Perkin		2	27	10	16	18	4	4		8	17	2	15	17	2	142
Longfellow		2			2	2	1		6	2			1	3		19
Lovejoy			6					1								7
Lucas		1							1	1			2			5
Madison			2							1						3
Mann																0
McKee			2													2
McKinley			2													2
Mitchell			1					3								4
Monr./Rice		1	13	1	7	4	3	21		1	22		3	13		89
Moore			2					3								5
Moulton	2	14	8	5	2	10	1	10	1	27	3	3	10	8		104
Oak Park			6					5					3			14
Park Ave.			2	1		1		1						1		6
Stowe			8					2								10
Studebaker			4													4
Wallace			12		2			7	1			1				23
Watrous			3					1								4
Willard			1													1
Windsor																0
Woodlawn			2	1				8			1					12
Wright			2													2
IncomingTot	9	20	151	25	38	50	13	108	23	44	55	23	60	48	15	682

From	To Brody	To Callan.	To Goodrell	To Hoyt	To Mered	To Merrill	Outgoing Total
Brody	3	6			9	12	30
Callanan	2	12			31	47	92
Goodrell			1				1
Harding		14	2		94	23	133
Hiatt		1	26		6	24	57
Hoyt							0
McCombs	1						1
Meredith		10			5	4	19
Merrill		8				3	11
Metro							0
Weeks	2						2
Open Enroll.							
Incoming Total	8	51	29		145	113	346

From	To Hoover	To Lincoln	To Roos.	Outgoing Total
East	13		10	23
Hoover	78		37	115
Lincoln	4		4	8
North	16		19	35
Roosevelt	19		31	50
Incoming Total	130	0	101	231

PROGRAM	Elemen-	Middle	High	
TOTALS	tary	School	School	- District
1990-91	682	348	231	1259

VOLUNTARY TRANSFER PROGRAM 1992-93

From	To Find.	To Edm.	To Hans.	To Hills	To Hubb.	To Jeff.	To King	To Park.	To McKee	To Med.	To Moore	To Pk Ave.	To Wind.	To Wood.	To Wright	Outgoing Total
Adams																0
Brooks		4														4
Cattell		1					1	1								3
Douglas		2								1						3
Edmunds	1		1	4	6		4	5	2	2	3	45	11	1	1	86
Findley		4							1	1	1					6
Garton	2	2		1			1	1	28	2	3	1	7	3		51
Granger				1	1	2	2					1				4
Greenwood		10	1	1	5	2	5				5	2	1			32
Hanawalt								3								0
Hills																3
Howe		1									1					19
Hubbell		13			2	2	2	1								5
Jackson		4						1								163
King/Perkin	5	26	4	11	18	3			2	3	13	9	23	36		20
Longfellow	2	5		2	2	1		4	5		1		2			10
Lovejoy		3					2		1					1		6
Lucas	1	3							1							3
Madison		3														6
Mann																0
McKee		1														1
McKinley		2														2
Mitchell		1					1									2
Monr./Rice	1	14	1	1	4	1	6	11	1	2	22	4		22		90
Moore								2								2
Moulton	36	14	2		10	1	3	4	5	21	5	5	6	5		117
Oak Park		6					3	1					1			11
Park Ave.		6			1		1	3						1		12
Stowe		7														7
Studebaker		1														1
Wallace	1	2	1				1	3			1		1			11
Watrous		1		1												1
Willard		1														1
Windsor		2					1									3
Woodlawn		2						3						1		6
Wright																2
Open Enrol.							1	1								2
IncomingTot.	49	141	10	20	50	8	34	44	45	32	55	67	52	70	1	678

From	To Brody	To Callan.	To Goodrell	To Hoyt	To Mered.	To Merrill	Outgoing Total
Brody		4			7	8	19
Callanan		5			8	8	21
Goodrell		5				1	6
Harding	3	8	2		31	20	64
Hiatt		3	11	4	4	13	35
Hoyt		2					2
McCombs		1				1	2
Meredith		22			12	8	42
Merrill		6			11	5	22
Metro							0
Weeks	1	1					2
Open Enroll.		2			1		3
Incoming Total	4	59	13	4	74	64	218

From	To Hoover	To Lincoln	To Roos.	Outgoing Total
East	9		10	19
Hoover	55	1	43	99
Lincoln	6		4	10
North	23	1	16	40
Roosevelt	19	1	23	43
Incoming Total	112	3	96	211

PROGRAM TOTALS	Elementary	Middle School	High School	-	District
1992-93	678	218	211		1107

VOLUNTARY TRANSFER PROGRAM 1993-94

From	To Find.	To Edm.	To Hana.	To Hills	To Hubb.	To Jeff.	To King	To Perk.	To McKee	To Mad.	To Moore	To Pk Ave.	To Wind.	To Wood.	To Wright	Outgoing Total
Adams																0
Brooks		4														4
Cattell		3						2								5
Douglas		2								1						3
Edmunds	6		1	4	12		7	7		2	2	35	7	4	2	89
Findley		2								1						3
Garton	2	2			2				25	2	4	1	7	1		46
Granger		1					1	1								3
Greenwood		8		1	3	2	3	1			3	1	1			23
Hanawalt		2														2
Hillis		5						3								8
Howe		1														1
Hubbell		16					2	2								20
Jackson		4														4
King/Perkin	4	31	2	3	16	1				5	13	7	24	32	2	140
Longfellow	1	6		1	1				10		1					20
Lovejoy		3					1	3								7
Lucas	1	3												1		5
Madison		2														2
Mann																0
McKee		1														1
McKinley		1														1
Mitchell		1						1								2
Monr./Rice	3	20			4		8	7	1	2	27		1	24		97
Moore								1								1
Moulton	33	12			6	1	1	3	3	25	7	4	9	6		110
Oak Park		5					3	1					1			10
Park Ave.		6					1	2						1		10
Stowe		6														6
Studebaker		1														1
Wallace	1	3	1	1	1			3			1		1			12
Watrous		1														1
Willard		1														1
Windsor							1	1								2
Woodlawn		5						1								6
Wright		2					1									3
Open Enrol.		1					1	2								4
IncomingTot	51	161	4	10	45	4	34	41	39	38	58	48	51	69	4	657

From	To Brody	To Callan.	To Goodrell	To Hoyt	To Mered.	To Merrill	Outgoing Total
Brody		4			9	11	24
Callanan	2	9			12	9	32
Goodrell		5					5
Harding	1	15	5		17	23	61
Hiatt		6	6	6	5	11	34
Hoyt		4					4
McCombs		1					1
Meredith	1	21			7	14	43
Merrill		8			6	2	16
Metro							0
Weeks		5					5
Open Enrol.		1					1
Incoming Total	4	79	11	6	56	70	226

From	To Hoover	To Lincoln	To Roos.	Outgoing Total
East	12		10	22
Hoover	13		40	53
Lincoln	8		7	15
North	22	1	18	41
Roosevelt	15	1	4	20
Incoming Total	70	2	79	151

PROGRAM	Elemen-tary	Middle School	High School	-	District
TOTALS	657	226	151		1034
1993-94					

Des Moines Public Schools
Division of Teaching and Learning
Office of Intercultural Programs

SURVEY OF STUDENT PROGRESS

In March, 1993 a random sample survey was conducted of students in the ESL/Bilingual programs to monitor their progress and to provide a broad overview of the programs. In this document the data is summarized.

ESLPROGRAM DATA:

Schools:	**N= 12**
Staff:	
Teachers:	**N= 26**
Tutors:	**N= 10.5**
Student total:	**N= 824**

	Number of students	Percent (%) of program total
Languages spoken:		
Cambodian	90	11
Hmong	28	3
Lao	275	33
Thai Dam	72	9
Vietnamese	321	39
Other	46	5
Grade levels:		
K-2	177	21
3-5	199	24
6-8	140	17
9-12	285	35
Years enrolled in ESL program:		
<1 year	263	32
1-2 years	171	21
2-3 years	134	16
>3 years	256	31

SURVEY DATA:

Students surveyed	166	20% of program total
Students eliminated from the survey		
Newcomers (no grades given):	5	3% of sample
Drops:	8	5% of sample
Moved:	6	4% of sample
Completed surveys N= 145		

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ACADEMIC GRADES:

Number of students receiving and percentage (%) of sample receiving each grade:							
	A	B	C	D	F	Audit	Total
Reading/L.A.	18(15%)	25(21%)	63(52%)	6(5%)	3(3%)	6(5%)	121
Math	35(25%)	43(31%)	45(32%)	13(9%)	2(1%)	1(1%)	139
Social Studies	24(21%)	34(30%)	33(29%)	10(9%)	1(1%)	12(11%)	114
Science	16(19%)	20(24%)	30(36%)	7(8%)	1(1%)	10(12%)	84
Electives	23(27%)	41(48%)	16(19%)	2(2%)	3(4%)	0(0%)	85

Elective Classes:
French, Spanish, Chinese, Computer, Keyboarding, Accounting, Home Ec, Notetaking, Auto Mechanics, Design, Graphics, Art, Music, and Chorus.

SPECIAL PROGRAM PLACEMENTS:

Program	# of students	% of sample
Special Education:		
Learning Disabilities	2	
Mental Disabilities	3 (self contained)	
TOTAL	5	3%
Gifted/Talented:	6	4%
Des Moines Plan:		
Reading:	11	7%
Math:	9	5%

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STANDARDIZED TEST SCORES:

These tests are only administered to a few grades district-wide and only those students at a BSM level of 4 or higher take them. Therefore data was only obtained for a few students on the ITBS and the District Checkpoint tests.

Iowa Test of Basic Skills - N=18

	Range of scores	Median score
Reading	1-80	33
Math	11-94	44
Composite	2-89	34

District Checkpoint Tests - N=9

Writing	30-70	52

STUDENT ATTENDANCE:

An indicator of social success is often reflected in the number of absences and suspensions.

Absences During the First Semester

	# of students	% of sample
> 5 days	126	87%
5-10 days	15	10%
10-20 days	2	1%
> 20 days	2	1%
Suspensions	2	1%

Student awards or honors are another measure of social and academic success.

HONORS AND AWARDS:

Chorus (2 - 1 lead part), Creativity Recognition (2), Art Center Scholarship, Conflict Manager (4), All A's & B's Award, Good Citizenship Award (5), Safety Patrol, Iowa State Quiz Bowl (2), Honor Roll, Upward Bound.

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BILINGUAL PROGRAM

PROGRAM DATA:

Schools:	**N= 5**
Staff:	
Teachers:	**N= 7**
Tutors:	**N= 2.5**
Student total:	**N= 244**
Languages spoken:	**Spanish**

	Number of students	Percent (%) of program total
Grade levels:		
K-2	106	40
3-5	78	30
6-8	43	16
9-12	26	10
Years enrolled in ESL program:		
<1 year	139	57
1-2 years	65	27
2-3 years	14	6
>3 years	26	11

SURVEY DATA:

Students surveyed	N = 136	56% of program total
Students eliminated from the survey		
Newcomers (no grades given):	2	1.5% of sample
Drops:	2	1.5% of sample
Moved:	19	14% of sample
Completed surveys N= 113		

ACADEMIC GRADES:

Number of students receiving and percentage (%) of sample receiving each grade::

	A	B	C	D	F	Audit	Total
Reading/L.A.	8(*7%*)	41(*36%*)	37(*33%*)	15(*13%*)	3(*3%*)	9(*8%*)	113
Math	15(*13%*)	41(*36%*)	31(*27%*)	16(*14%*)	7(*6%*)	3(*4%*)	113
Social Studies	19(*18%*)	20(*19%*)	26(*25%*)	23(*22%*)	5(*5%*)	12(*11%*)	105
Science	11(*13%*)	22(*26%*)	26(*31%*)	12(*14%*)	1(*1%*)	12(*14%*)	84
Electives	4 (*8%*)	27(*53%*)	11(*22%*)	8(*16%*)	1(*2%*	0(*0%*)	51

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Elective Classes:
Computer, Keyboarding, Home Economics, Child Development, Wood Tech, Industrial Arts, Drama, Design, and Art,

SPECIAL PROGRAM PLACEMENTS:

Program	# of students	% of sample
Special Education:		
Learning Disabilities	1	
Mental Disabilities	0	
TOTAL	1	1%
Gifted/Talented:	5	4%
Des Moines Plan:		
Reading:	23	20%
Math:	23	20%

STANDARDIZED TEST SCORES:

These tests are only administered to a few grades district-wide and only those students at a BSM level of 4 or higher take them. Therefore data was only obtained for a few students on the ITBS and the District Checkpoint tests.

Iowa Test of Basic Skills - N=5	Range of scores	Median score
Reading	1-50	15
Math	1-70	15
Composite	10-80	40
District Checkpoint Tests - N=9		
Writing	30-88	52

STUDENT ATTENDANCE:

An indicator of social success is often reflected in the number of absences and suspensions.

Absences During the First Semester	# of students	% of sample
> 5 days	66	58%
5-10 days	24	21%
10-20 days	18	16%
> 20 days	3	3%
Suspensions	9	8%

Student awards or honors are another measure of social and academic success.

HONORS AND AWARDS:
Conflict Manager (4), Hoover Diving team, Hoover swim team (3).

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